

77-921/8A

Washington, D. C. 20505

3 NOV 1977

Major General L. Gordon Hill, USA  
Commandant, Armed Forces Staff College  
7800 Hampton Boulevard  
Norfolk, Virginia 23511

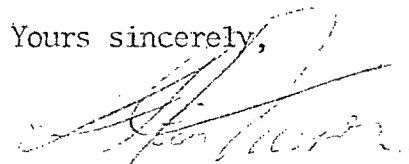
Dear General Hill,

I appreciate your letter of 17 October concerning CIA's withdrawal from participation in the Armed Forces Staff College (AFSC) program. You may be assured that Agency managers are quite reluctant to withdraw from the program, both because of the reasons enumerated in your letter and the valuable cross-fertilization between Agency officers and military personnel attending AFSC.

On balance, however, I personally feel that unless students are forced to exercise their intellectual capabilities most rigorously we cannot afford the considerable expense of sending them to Norfolk and back for a short period of time. I simply do not believe that a combination lecture and seminar program provides that rigor. This may be a very biased position on my part, but it is a very genuine one. It is also based on my experience in having lectured and visited your college in the past. If the curriculum is substantially different from what it was two or three years ago, I would appreciate hearing of it and would be happy to review my decision. What I'm looking for is precise reading requirements and the usual methods of enforcing academic activities such as examinations.

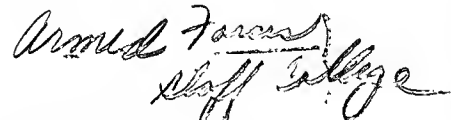
Wish I could be more helpful.

Yours sincerely,



STANSFIELD TURNER

(EXEMPTED)



<b>TRANSMITTAL SLIP</b>		DATE
TO: ER		
ROOM NO. 7E12	BUILDING Hqs	
REMARKS:		
FROM:		
ROOM NO.	BUILDING	EXTENSION

FORM NO. 241  
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REPLACES FORM 36-8  
WHICH MAY BE USED.

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DD/A Registry

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77-921/8A

Major General L. Gordon Hill, USA  
Commandant, Armed Forces Staff College  
7800 Hampton Boulevard  
Norfolk, Virginia 23511

Dear General Hill:

I appreciate your letter of 17 October concerning CIA's withdrawal from participation in the Armed Forces Staff College (AFSC) program. You may be assured that Agency managers are quite reluctant to withdraw from the program, both because of the reasons enumerated in your letter and the valuable cross-fertilization between Agency officers and military personnel attending AFSC.

As you are aware, the Agency has undergone a recent reorganization and is now reducing its personnel complement. We are currently busily responding to new Executive Orders and congressional requests and direction. These changes are requiring us to reexamine, among other things, our overall training requirements. It must be realized that CIA is a small organization in comparison to the military services. It behooves us to look closely at how we utilize our limited resources, both personnel and dollars, particularly as the House Appropriations Committee recently made a sizeable cut in our external training budget. For the reasons cited above, it was my opinion that we should drop out of the AFSC program. The curriculum you provide is tailored primarily to requirements of the military officer, and it does not provide sufficient growth for the CIA officer to warrant our continued participation.

If conditions change in the future, we will again request permission to enroll Agency officers. I do appreciate your concern, and we certainly thank you and your staff for the cooperation and service rendered in the past to the CIA students.

Yours sincerely,

STANSFIELD TURNER

Distribution:

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Executive Registry

77-921/8



## ARMED FORCES STAFF COLLEGE

7800 HAMPTON BOULEVARD · NORFOLK, VIRGINIA 23511

OFFICE OF THE COMMANDANT

17 OCT 1977

Admiral Stansfield Turner, USN  
Director, Central Intelligence Agency  
Washington, D. C. 20505

Dear Admiral Turner:

Upon my recent arrival as the Commandant of the Staff College, I was sorry to learn of your decision to discontinue advanced training of CIA personnel at this institution subsequent to the current class.

In the past, students representing the Agency have compiled an enviable record here. Because of their outstanding professional attributes and educational experiences, they have made a unique contribution to our overall curriculum. Their participation in our "Country Team" exercise, which is associated with the Foreign Internal Defense Planning block of instruction, has been invaluable. Agency students contribute immeasurably to the joint atmosphere which prevails throughout all College activities. Our curriculum is unique, demanding, and requires a great deal of effort on the part of all students and faculty to attain our training objectives. For your information, I am inclosing a recent summary of our curriculum. I think you will agree that the subjects taught here are highly beneficial to both military and Agency personnel.

In my view, the attendance of CIA personnel at the various intermediate and senior level colleges does much to "open" the Agency to military personnel and the public, and contributes to an overall positive perception of the Agency mission. The CIA students' personal association here with officers from each of the Services, civilian

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*"That All May Labor As One"*

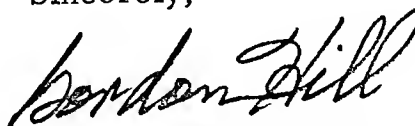
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counterparts from several other Federal governmental agencies, and foreign officers representing six Allied nations, greatly enhances the image of the Agency by dispelling false impressions that may prevail.

I am certain that as a result of the decision to withdraw CIA participation, the College will be losing a valuable and irreplaceable dimension of its student body. This loss will be keenly felt by all of us at the College.

In view of the many mutual benefits involved, I respectfully request that you reconsider your decision regarding the nonattendance of CIA personnel at the Armed Forces Staff College.

Sincerely,



L. GORDON HILL, JR.  
Major General, USA  
Commandant

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## COURSE SUMMARY

**Course 1 Administration and Orientation:** Contains the necessary background information for orderly conduct of the curriculum; it includes scheduled events such as lectures on College policies and procedures, special Allied student activities and ceremonies. There is an additional orientation program of 71 hours for the Allied students. Approximately 30 reserve officers join the student body during the 8th and 9th weeks of each class for a 64 hour program.

**Course 2 U.S. Military Forces:** It is designed to establish a fundamental understanding of the doctrine, organization, and capabilities of U.S. military forces as a prerequisite to the study of joint and combined topics. The focal point of Course 2, the three Service Weeks, occur during the second, third, and fourth weeks of the schedule. Also included are the very essential series of lectures by the members of the Joint Chiefs of Staff.

**Course 3 Environment and Strategy:** Covers a variety of lectures scheduled throughout the curriculum on the international Environment. These lectures familiarize the students with the broad international environment in which joint and combined forces operate. Through a series of lectures and seminar discussions the students examine the major factors that affect the formulation and execution of national strategy, their interrelationship and their combined influence on military planning.

**Course 4 Defense Management:** Focuses on the planning, programming, and budgeting processes practiced within the Department of Defense and the Service departments and on the problems of allocation of resources, choices among alternatives, and trade-offs. Additionally, an overview of management thought and theory, and how they impact on Defense Management, is included. The military decision-making process is examined with particular emphasis placed on: analysis techniques, automatic data processing, personnel resources, and managerial control methods. An exposure to creative thinking is provided to expand and stimulate thinking toward the formulation of innovative problem-solving techniques. Also, a special lecture named in honor of the first Commandant of the College, General Delos C. Emmons, titled the "Art of Command" is presented.

**Course 5 Organization and Command Relationships:** Involves a study of the U.S. unified commands and the NATO military organization. In the associated lecture program, many of the CINC's present their personal views on the present unified command relationships and the functions of a joint staff. This course provides a brief but important basis for the studies conducted in Course 6.

**Course 6 U.S. Joint Planning Procedures:** Is the core curriculum of the Armed Forces Staff College and encompasses a large portion of the scheduled hours. The phases of the Joint Planning Process are studied in the step-by-step development of a common scenario. Force Development and Operations examines the doctrine, principles, considerations and techniques used in planning the employment of U.S. Forces. Joint Operation Planning System (JOPS) procedures and automated data processing systems are utilized throughout the course. An exercise in crisis management is provided where the students demonstrate their newly acquired knowledge and skills in a real-world scenario. Development of self-expression skills and research techniques are stressed. The final block in Course 6 is a NATO Exercise. This exercise, supported by a guest lecture, examines some of the military, psychological, economic, political, and geographic problems of the North Atlantic Treaty Organization.

**Course 7 Communicative Arts:** Begins early in the curriculum and focuses on improving essential communicative skills largely through individual efforts; continues throughout the academic periods. The Research Program begins with a short introduction covering its objectives and options. Each student selects one of three options: An article for publication, an individual research report or group research; conducts orderly research and prepares a written product during research an unscheduled time. The Staff Action Paper is the vehicle for the second writing program, which devotes 28 hours toward the staff study. Selected students are required to brief their papers orally as they would in an actual action-officer role. Speaking skills are further refined through the presentation of oral book reports or leadership case studies in the 12-hour Professional Reading Program that focuses on individual seminar sessions aimed at encouraging and assisting students in the development of sound personal reading habits. Scheduled periods are devoted to oral reviews to include student-led question/discussion periods.

**Course 8 Special Programs:** Covers lectures by distinguished individuals on contemporary subjects that are of current interest and which are scheduled when speakers are available. Also includes field trips, area intelligence assessment and periodic current intelligence briefings.

**Course 9 Graduation:** Contains those activities and ceremonies which conclude the course of instruction. The final event is a graduation exercise which includes an address by a distinguished individual.

# EXECUTIVE SECRETARIAT

## Routing Slip

TO:		ACTION	INFO	DATE	INITIAL
1	DCI				
2	DDCI		✓		
3	D/DCI/IC				
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5	DDI		✓		
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### Remarks:

15: Please develop response for DCI signature. You might want to review your memo, OTR-77-7438 of 7 June 77.

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Date

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